

I. COURSE DESCRIPTION:

This course will build upon the students' knowledge of theory and technique in Child and Youth Work. A variety of therapeutic approaches and philosophies will be studied with an emphasis upon understanding the processes involved and applications to situations drawn from practical and clinical experiences. Techniques affecting treatment and counselling applications will be identified with the major focus being an empathic perspective of the youth, the family, community and societal implications. As a professional agent of change, the Child and Youth Worker must be able to demonstrate his/her knowledge and understanding of youth within the context of development: physical, psychological, familial and social.

Students are expected to consistently apply the skills previously studied, as befits the "senior-level" nature of this course.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course the student will demonstrate the ability to:

1. Foster and utilize therapeutic environments which respect culture and which promote overall well-being and facilitate positive change for children, youths, and their families.

Potential Elements of the Performance:

- identify established counselling processes as they relate to children/youth/families
 - demonstrate respect and genuineness in the simulated sessions
2. Design and implement strategies, which promote the overall well-being of the client and facilitate positive change for children, youths, and their families.

Potential Elements of the Performance:

- classify various counselling theories and techniques using procedures and terminology appropriate to the role of the professional child and youth worker
- demonstrate methods and techniques drawn from a variety of counselling theories
- select techniques and strategies appropriate to the needs of the client and/or family

3. Communicate effectively in oral, written and nonverbal forms to enhance the quality of service

Potential Elements of the Performance:

- compare and contrast the various counselling theories and techniques for the purpose of selecting appropriate counselling strategies for particular clients and client groups
- articulate the principles of various counselling theories and techniques as they apply to children and youth

III. TOPICS:

1. Trauma-Informed Practice
2. The Counselling Process & The World of the Child
3. Counselling Theories may include (but not limited to) the following: Reality Therapy, Brief Counselling (Solution Focused), Gestalt, RET and Cognitive-Behavioural, Behavioural, Psychodynamic, Individual Psychology, Play Therapy, and "specialized" applications.
4. Application of these models to the following: individuals, families, and groups of children and/or youth, children or families with special concerns or exceptionalities.
5. Introduction to and overview of current best-practices and their application to our role as Child and Youth Workers.
6. Legal and Ethical Considerations for Counsellors.

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Text: Counselling Children Custom Edition
Dutcher, 8th, Paper, 9780176563066

Available in Sault College bookstore

V. EVALUATION PROCESS/GRADING SYSTEM:

SKILL DEVELOPMENT AND DEMONSTRATION

20%

Throughout the course, students will be evaluated on their professional communication, teamwork and organizational skills. They will demonstrate the ability to collaborate and provide support for others, share ideas, take appropriate professional risks within the context of a learning environment, and provide and respond to feedback in a professional manner. Simply "attending" will not fulfill the requirements of this

component of the course; however, regular attendance provides the best opportunity for demonstrating these skills.

ASSIGNMENTS

This course has both theoretical and experiential components. Assignments include presentations, case work and in class activities. The format and assessment of the activities will be discussed in class and posted on LMS.

Presentation	20%
Treatment Plan	20%

TESTS

Tests/Quizzes must be completed on the date scheduled. If unable to attend due to illness or extenuating circumstances, contact the professor at least one hour prior to the start of the test. If advance notice is NOT given to the Professor, the student will receive a mark of "0". It is the student's responsibility to make an alternative date with the professor that must be scheduled before the next class.

Midterm Test	20%
Final Test	20%

NOTE: All assignments must be presented and/or submitted through the Dropbox on the due date specified on D2L. Online submissions will be deducted 1% per day of your overall course mark. Students are encouraged to communicate with their instructor if extenuating circumstances exist and request an extension. Granting extensions is up to the discretion of the instructor.

It is the student's responsibility to be familiar with and utilize LMS for all college communication and submissions with and for the professor. Should a student experience problems the IT department at Sault College is available to assist them.

COLLEGE GRADING POLICY

The following semester grades will be assigned to students

Grade	Definition	Grade Point Equivalent
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	0.00

CR (Credit)	Credit for diploma requirements has been awarded.
S	Satisfactory achievement in field /clinical placement or non-graded subject area.
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course. <i>(See Policies & Procedures Manual – Deferred Grades and Make-up). (See also CYW Policies re: X grade documentation.)</i>
NR	Grade not reported to Registrar's office.
W	Student has withdrawn from the course without academic penalty.

VI. SPECIAL NOTES:

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

If a faculty member determines that a student is at risk of not being academically successful, the faculty member may confidentially provide that student's name to Student Services in an effort to help with the student's success. Students wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline